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ABSTRACT

This document examines progress in the United States toward the National Education Goals. The data are rooted in the annual report of the National Education Goals Panel (NEGP). The Panel, a bipartisan group, drew on the advice of education experts to select the best available data as indicators of progress. States that performed well or improved significantly were asked to explain their achievement, and state officials were asked to what they attributed the state's good performance. The findings indicate that while overall national progress may be slow, state performance varies. Four states have increased their high school completion rates, and 17 states have achieved the 90 percent high school completion target. Fifty states have increased the proportion of Advanced Placement exams receiving a grade high enough to qualify for college credit. For each national education goal, one NEGP indicator was chosen. For example, for Goal 1, ready to learn, the indicator was the percentage of mothers receiving early prenatal care. Eight goals are examined: (1) ready to learn; (2) school completion; (3) student achievement and citizenship; (4) teacher education and professional development; (5) mathematics and science; (6) adult literacy and lifelong learning; (7) safe, disciplined, and alcohol- and drug-free schools; and (8) parental participation. A synopsis of education gains made in Connecticut is offered. (RJM)

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PROMISING PRACTICES:
PROGRESS TOWARD THE GOALS
1999

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PROMISING PRACTICES:
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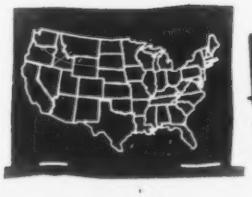


Lessons
from the States

FOREWORD

December 1999

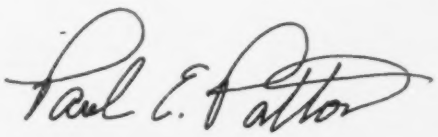
On behalf of the National Education Goals Panel, I am pleased to present *Promising Practices: Progress Toward the Goals 1999* as a companion volume to the *1999 National Education Goals Report.* The Goals Panel has selected one indicator for each of the eight national education goals and asked the questions, Which States have made the most progress in this area? Which States perform at the highest level? Which States show the most progress across all the goals and indicators? And why?

Throughout 1999, the *NEGP Monthly* conducted interviews with policymakers in the States that have made top improvement and performance on Goals Panel indicators. *Promising Practices* tells their story. State officials, from Governors' offices, legislatures, and State departments of education to those directing especially effective programs, told the story behind the data — and what they consider to be the reasons for their success. Although officials were sometimes uncertain themselves what accounted for their State's success, the information they shared reflects the thinking of States that have made progress systemwide — either on a specific topic or in education reform in general. This information is intended to help other States contending with similar issues.

The Goals Panel believes that there are more stories to be told. While the pace of overall progress has been slow, more attention needs to be paid to what we can learn from the "natural experiment" of state educational reform. As these data show, some States are achieving remarkable statewide improvements. The patterns shown here for Connecticut have lessons for us all. State policymakers can use this *Promising Practices* to identify successful States and borrow ideas from the States making the most progress.

Reports of the Goals Panel show how your State performed and what States to benchmark it to. This publication indicates the policy story behind the successes of the best performing States. We hope this book will help States learn from each other.

Sincerely,



Paul E. Patton, Chair (1999)
National Education Goals Panel
and Governor of Kentucky

TITLE II—NATIONAL EDUCATION REFORM LEADERSHIP, STANDARDS, AND ASSESSMENTS

PART A—NATIONAL EDUCATION GOALS PANEL

SEC. 203. [20 U.S.C. 5823] DUTIES.

(a) IN GENERAL.—The Goals Panel shall—

(1) report to the President, the Secretary, and the Congress regarding the progress the Nation and the States are making toward achieving the National Education Goals established under title I of this Act, including issuing an annual report;

(2) review voluntary national content standards and voluntary national student performance standards;

(3) report on promising or effective actions being taken at the national, State, and local levels, and in the public and private sectors, to achieve the National Education Goals; and

(4) help build a nationwide, bipartisan consensus for the reforms necessary to achieve the National Education Goals.

Emily Wurtz wrote *Promising Practices: Progress Toward the Goals* on the basis of articles written in 1999 by Barbara Pape in the *NEGP Monthly*, and on the basis of "Exploring High and Improving Reading Achievement in Connecticut" prepared for the Goals Panel by Joan Boykoff Baron. All data pages are from the *1999 Goals Report* prepared by Cynthia Prince and Westat staff members Jennifer Hamilton, Babette Gutmann, and Mike Walker. Christopher Harrington and Burt Glassman contributed to the development of this document.

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INTRODUCTION

Promising Practices: Progress Toward the Goals was created to tell the stories of the States performing well or making significant improvements toward achieving the National Education Goals. It is rooted in data from the annual report of the National Education Goals Panel (NEGP). Those data are used to identify success and uncover the stories behind it. For example, the *1999 Goals Report* shows that eight States significantly improved fourth grade reading achievement on the National Assessment of Educational Progress (NAEP), a Goal 3 indicator. *Promising Practices* tells the story of the nature and timing of state reading initiatives and related professional development in Connecticut, Colorado, and Maryland.

Using Statewide Progress To Look for What Works

Every State can learn from those making the most progress. It is said there is no problem in American education that is not already solved in some American school. The pressing need is to discover these success stories, and learn from them. The data of the National Education Goals Panel can help.

Claims based on these data are not self-declared victories. The Goals Panel, a bipartisan group of Governors, State legislators, Members of the U.S. Congress, and White House representatives, upon the advice of education experts, selected the best available data as indicators of progress toward the goals. They did not know what those indicators would show from year to year. They did agree that this information is an essential tool in their work to improve education.

Those data show that while overall national progress may be slow, state performance varies, and some States are doing well. Four states have increased their high school completion rates, and, as of 1997, seventeen States have achieved the 90 percent high school completion target. Fifty States have increased the proportion of Advanced Placement exams receiving a grade high enough to qualify for college credit, an indicator to measure Goal 3. There is much to be learned from the places doing well, if we know where to look and what questions to ask. As a nation, we need to learn how to use these data effectively. *Promising Practices: Progress Toward the Goals* is one attempt to do so.

Where Did These "Promising Practices" Come From?

For each national education goal, one NEGP indicator was chosen. For Goal 1, ready to learn, it was the percentage of mothers receiving early prenatal care. For Goal 2, school completion, it was high school completion rates. For Goal 3, student achievement, it was reading achievement and improvement on NAEP. For Goal 4, teacher education, it was teachers' participation in professional development. For Goal 5, mathematics and science achievement, it was mathematics achievement on NAEP and the Third International Mathematics and Science Study (TIMSS). For Goal 6, adult literacy, it was performance on an assessment of adult literacy. For Goal 7, safe schools, it was the victimization of teachers and students and changes in the percentage of students involved in physical fights at school. For Goal 8, parental participation, it was teachers' and principals' reports of parent participation.

States that performed well or improved significantly on these indicators were asked how they did it. State officials were interviewed and asked to what they attributed a State's good performance. Officials were sometimes frank to say they were not sure. In some areas, they believe the culture or

demographics of their communities was important. Nonetheless, they described the policies and programs that, in their judgment, may account for progress.

Education improvement often occurs in multiple areas at the same time, so the Panel also identified one State, Connecticut, that achieved at high levels and made significant progress, generally, on multiple indicators. In 1999, Connecticut made statistically significant progress on 13 measures and ranked among the top performing States on 20. A special case study was commissioned on reading achievement in Connecticut to explore how it achieved success on several fronts and improved its top performance in reading. Interviews showed that Connecticut had developed a strong state assessment system, provided computerized test score feedback to schools, encouraged local accountability systems, shifted resources to poor schools, and provided teachers strong professional development, top salaries, and mentoring for those new to the profession.

Promising Practices is not comprehensive. Goals Panel data show other States doing equally well; other policies may be as effective as those cited here; and factors not mentioned may one day prove to be the underlying causes of improvement. Too little of the data needed to judge progress is available. While there are some data from national studies, the availability of data that are comparable among the States is woefully inadequate.

Nonetheless, the States described in this book have experienced success, and their practices reflect what State officials believe brought about the success. The practices are not isolated programs of excellence, but are essential to States performing at high levels or improving on tough measures of progress toward the Nation's education goals. *Promising Practices: Progress Toward the Goals* offers readers food for thought, as they create a menu of school reform in their State or school district.

GOAL 1: READY TO LEARN

By the year 2000, all children in America will start school ready to learn.

Objectives:

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn; and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn; and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Indicator:

- Early Prenatal Care: Which States increased the percentages of mothers who began receiving prenatal care during their first trimester of pregnancy? (Data are from 1990 and 1997.)

Nothing could be more important than the well-being of the very young. Unless society meets basic needs of children that enable them to learn, schools will not succeed in their efforts to teach. The National Education Goals Panel seeks a direct measure of children's school readiness, broadly defined as their physical health, social and emotional development, language use, and general knowledge. Currently, such data are not available. Meanwhile, the Panel reports progress toward the three Goal 1 objectives, which are improved access to quality preschool, family support of preschoolers' learning, and improved health. One health objective states, "that the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems." For this reason, a mother's prenatal health care was selected as an indicator. States vary widely on this indicator — between a low of 57 percent and a high of 90 percent. New Hampshire at 90 percent and Rhode Island at 89 percent are among the States with the best performance. Georgia and New Mexico have improved their performance the most (13 percentage points each), rising from 73 percent to 86 percent in Georgia, and from 57 percent to 70 percent in New Mexico.

GOAL 1: Ready To Learn

Early Prenatal Care

Have states increased the percentages of mothers who began receiving prenatal care during their first trimester of pregnancy?

↑	Better	50 states and the U.S.
↔	No Change	2 states
↓	Worse	2 states

Improvement over time

Between 1990 and 1997, the U.S. and 50 states (out of 54) significantly increased the percentages of mothers who began receiving prenatal care during their first trimester of pregnancy:

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Colorado
6. Connecticut
7. Delaware
8. District of Columbia
9. Florida
10. Georgia
11. Hawaii
12. Idaho
13. Illinois
14. Indiana
15. Iowa
16. Kansas
17. Kentucky
18. Louisiana
19. Maine
20. Maryland
21. Massachusetts
22. Michigan
23. Minnesota
24. Mississippi
25. Missouri
26. Montana
27. Nebraska
28. Nevada
29. New Hampshire
30. New Mexico
31. New York
32. North Carolina
33. North Dakota
34. Ohio
35. Oklahoma
36. Oregon
37. Pennsylvania
38. Rhode Island
39. South Carolina
40. South Dakota
41. Tennessee
42. Texas
43. Vermont
44. Virginia
45. Washington
46. West Virginia
47. Wisconsin
48. Wyoming
49. Puerto Rico
50. Virgin Islands

Highest-performing states*

States with the highest percentages of mothers who began receiving prenatal care during their first trimester of pregnancy:

	(1997)
New Hampshire	90%
Connecticut	89%
Maine	89%
Maryland	89%
Massachusetts	89%
Rhode Island	89%
U.S.	83%

* *Top 6 states (out of 54)*

Most-improved states

States that made the greatest gains in the percentages of mothers who began receiving prenatal care during their first trimester of pregnancy:

	(1990)	*(1997)*	*Change**
Georgia	73%	86%	+13
New Mexico	57%	70%	+13
South Carolina	69%	80%	+12
Florida	72%	84%	+11
District of Columbia	56%	67%	+10
Hawaii	73%	83%	+10
Texas	68%	79%	+10
Virgin Islands	47%	57%	+10

* *Differences between the first two columns may differ slightly from the figures reported in the "change" column due to rounding.*

The term "state" is used to refer to the 50 states, the District of Columbia, and the outlying areas.

See Appendix B of the 1999 Goals Report for definitions, sources, and technical notes.

GOAL 1: READY TO LEARN

Nationally, the percentage of women receiving prenatal care during their first trimester of pregnancy rose from 76 percent in 1990 to 83 percent in 1997. Fifty out of 54 States and territories show a significant increase in the percentage of mothers receiving early prenatal care. Several top-performing or most-improved States report that increasing Medicaid eligibility, coupled with a statewide focus on outreach to low-income pregnant women, contributed to the rise in the number of women receiving early prenatal care.

New Hampshire

New Hampshire is the State with the highest percentage (90 percent) of pregnant women receiving early prenatal care. Kathy Sgambati, deputy commissioner of the New Hampshire Department of Health and Human Services, says this is because the State expanded eligibility for health services to pregnant women "every time we had the opportunity." In 1994, New Hampshire increased Medicaid eligibility for pregnant women from 75 percent of the federal poverty level to 185 percent, and increased reimbursement for total obstetrical prenatal and delivery care from $214 in 1987 to $1,200 in 1993.

Sgambati also attributes the State's success to a 1990 strategic plan designed to increase first trimester enrollment in prenatal care in publicly funded programs. New Hampshire established three new prenatal clinics during 1992 and 1993, funded by the State Department of Health and Human Services, and located them in areas where such services did not previously exist.

A new law, Title XXI of New Hampshire's Children's Health Insurance Plan (NH Healthy Kids), provides maternity benefits for pregnant teens, and went into effect in 1999. Gov. Jeanne Shaheen also recently announced the formation of a Kids Cabinet to bring together high-level officials to "work more efficiently, cut duplication, and remove barriers between state agencies that provide services for children and families."

Rhode Island

Statewide efforts to improve access to health care for disadvantaged women and families helped Rhode Lland raise the percentage of mothers receiving prenatal care during their first trimester of pregnancy to 89 percent in1997, up from 87 percent in 1990.

In 1994, eligible families were given access to health care through a managed health care system called the RIte Care Health Plan. The program provides families on Temporary Assistance to Needy Families and Medical Assistance, or pregnant women and children who have no health insurance, with a choice of one of four health maintenance organizations. Rhode Island recently expanded eligibility up to 250 percent of the federal poverty level for uninsured pregnant women and children up to age 18. The State also offers several buy-in provisions, one a partial buy-in for pregnant women up to 350 percent of the federal poverty level. In addition to medical care, RIte Care also includes childbirth education programs and parenting classes, as well as taxi and van rides when medically necessary or when a bus is inaccessible.

Georgia

In 1990, 73 percent of mothers in Georgia received early prenatal care, a figure that jumped to 86 percent by 1997. Diane Norris, the state's perinatal coordinator, reports that the 1994 increase in Medicaid eligibility to 185 percent of poverty level helped significantly increase the number of women receiving early prenatal care. She also points to efforts by the state Department of Family and Children Services, in which public health officers were

granted the authority to reach out into disadvantaged communities and encourage women to seek presumptive eligibility, as playing a major role in boosting the percentage of women receiving early prenatal care. Norris: "It boils down to once physicians started taking Medicaid on a wider basis, more women had access to prenatal care."

New Mexico

New Mexico, like Georgia, enjoyed a 13 percent increase in the number of women receiving early prenatal care from 1990 to 1997. In 1990, only 57 percent of New Mexico's mothers received early prenatal care. By 1997, 70 percent did so.

Penny Jimerson, manager of the state's Department of Health's Families First Program, attributes New Mexico's improvement to a combination of programs including a statewide program funded by the W.K. Kellogg Foundation, New Mexico's Medicaid program, and a federal program allowing New Mexico to provide a period of Medicaid presumptive eligibility for pregnant women. Jimerson points out that all local public health offices in New Mexico receive training on how to arrange temporary Medicaid for the women, while the women have 30 to 60 days to complete a Medicaid application. New Mexico's Families FIRST program, begun in 1989 to improve both access to prenatal care and pregnancy outcomes for Medicaid-eligible women, and to improve the health status of their infants and children under age three, has also been important.

Lessons Learned

- Statewide programs to simplify enrollment in Medicaid and presume women eligible for Medicaid services have been effective in increasing the percentage of all women receiving prenatal care in their first trimester.
- More women and children will take advantage of health care services if they are made eligible by state rules, and if services are made convenient to use.
- Providing early health care services for pregnant women can result in longer periods between subsequent pregnancies and fewer low-birthweight babies.

For more information...

Visit the Goals Panel website at www.negp.gov/issues/issu/monthly/jan26-99.htm.

New Hampshire

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Rhode Island

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Georgia

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New Mexico

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GOAL 2: SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their nonminority counterparts will be eliminated.

Indicator:

- High School Completion: Which States increased the percentage of 18- to 24-year-olds who have a high school credential? (Data are from 1990 and 1997.)

High school completion has become a must for students hoping to find jobs and prosper in the information-based economy. Both the credential and the knowledge and skills it represents increase a student's chances for a successful adult life. To measure progress toward Goal 2, increasing the high school completion rate to at least 90 percent, the National Education Goals Panel reports the combined number of students with high school diplomas and those earning General Education Development (GED) credentials or other alternative certificates. In 1997, 85 percent of 18- to 24-year-olds nationwide had high school credentials, and 17 States met the goal of having a 90 percent or higher state average. Those States were Connecticut, Hawaii, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Jersey, North Dakota, South Dakota, Utah, Vermont, and Wisconsin. High school completion rates varied by State in 1997 from a high of 95 percent to a low of 75 percent. New Jersey and Hawaii are among top-performing States, each with 92 percent high school completion. (For information about school completion in Maryland, Nebraska, and Tennessee, see *Promising Practices 1998.*)

GOAL 2: School Completion

High School Completion Rates

Have states' increased the percentages of 18- to 24-year-olds who have a high school credential?

↑	Better	5 states
↔	No Change	41 states and the U.S.
↓	Worse	5 states

Achieved the Goal

Goal 2 states that by the year 2000, the high school graduation rate will increase to at least 90%. In 1997, 18- to 24-year-olds in 17 (out of 51) states had already achieved a 90% high school completion rate:

1. Connecticut
2. Hawaii
3. Kansas
4. Maine
5. Maryland
6. Massachusetts
7. Michigan
8. Minnesota
9. Missouri
10. Montana
11. Nebraska
12. New Jersey
13. North Dakota
14. South Dakota
15. Utah
16. Vermont
17. Wisconsin

Improvement over time

Between 1990 and 1997, 5 states (out of 51) significantly increased the percentages of 18- to 24-year-olds who have a high school credential:

1. California
2. Maryland
3. Michigan
4. South Carolina
5. Tennessee

Highest-performing states*

States with the highest percentages of 18- to 24-year-olds with a high school credential:

	(1997)		*(1997)*
Maryland	95%	Nebraska	91%
North Dakota	95%	Utah	91%
Connecticut	92%	Wisconsin	91%
Hawaii	92%	Minnesota	90%
Kansas	92%	Missouri	90%
Maine	92%	Indiana	89%
New Jersey	92%	Ohio	89%
Massachusetts	91%	Pennsylvania	88%
Michigan	91%	***U.S.***	***85%***

* *States that had a significantly higher percentage than the U.S. average.*

Most-improved states

States that made the greatest gains in the percentages of 18- to 24-year-olds with a high school credential:

	(1990)	*(1997)*	*Change**
Tennessee	77%	87%	+10
Maryland	87%	95%	+7
Michigan	86%	91%	+5
South Carolina	83%	88%	+5
California	77%	81%	+4

* *Differences between the first two columns may differ slightly from the figures reported in the "change" column due to rounding.*

' *The term "state" is used to refer to the 50 states, the District of Columbia, and the outlying areas.*

See Appendix B of the 1999 Goals Report for definitions, sources and technical notes.

GOAL 2: SCHOOL COMPLETION

Nationally, 85 percent of all 18- to 24-year-olds earned high school diplomas or alternative credentials in 1997. The Panel reports the high school completion rates as a percentage of the non-high-school-enrolled population between 18 and 24 years old who hold high school credentials. In 1997, States varied in their school completion rates from 75 percent to 95 percent. Five States significantly increased their high school completion rate between 1990 and 1997. They are California, Maryland, Michigan, South Carolina, and Tennessee. New Jersey and Hawaii were among the 17 States performing significantly above the U.S. average of 85 percent. (For information about Maryland, Nebraska, and Tennessee school completion efforts, see *Promising Practices 1998.*)

New Jersey

New Jersey is one of the nation's 17 top-performing States for Goal 2: School Completion. In 1997, 92 percent of the State's 18- to 24-year-olds had high school credentials.

According to Peter Peretzman, director of public information, New Jersey Department of Education, since the early 1990s the State has had in place four strategies that play a strong role in encouraging young students to stay in school.

Alternative education programs are the first strategy. Over the years, the State has encouraged local districts to maintain and strengthen alternative education programs. In 1998, the department targeted about $1.2 million for Promoting Student Success: A Dropout Prevention Grant Program. The program directs funds to school districts to develop or expand alternative education programs and prevent teen pregnancies and truancy. In one district, the *Abbott vs. Burke* ruling by the Supreme Court requires each secondary school to appoint a dropout prevention specialist and a coordinator of health and social services who will provide sundry services to students.

A second strategy highlights school-to-career programs. The school-to-career programs are designed to help students entering the work force immediately upon high school graduation. Tech-Prep programs are an essential component of school-to-career efforts. These programs provide high school students with work-based experiences while simultaneously granting postsecondary credit for relevant coursework at institutions of higher education. According to New Jersey Department of Education data, students enrolled in Tech-Prep programs in the State increased from 5,000 in 1993 to 21,183 in 1998. New Jersey was awarded a $37 million, five-year federal grant to systemically reform education by implementing school-based, work-based, and transitional activities through local partnerships.

State officials, as part of the third strategy, are urging district educators to integrate curricula and teaching strategies into the Workplace Readiness Standards to help students develop skills necessary for a successful transition into the world of work or postsecondary education or both.

The fourth strategy taps into service learning opportunities, including AmeriCorps, to help students continue their education. Under AmeriCorps, for example, more than 100 Urban Schools Service Corps members provide tutoring, mentoring, and academic enrichment activities for about 1,600 students in 12 urban schools; A+ For Kids and St. Paul's Community Development Corporation provide more than four new volunteers for tutoring and literacy activities for children and adults in Trenton and Paterson; and ParentCorps has helped more than 200 teen parents stay in school by providing parenting classes, day care, and links to needed services in 12 schools.

Underlying these programs, however, is a "strong ethic to go on to college that cuts across all groups and types of districts," Peretzman explained. "There is an emphasis in New Jersey that high school graduates should be going on to college," he said. "So a higher percentage go to college, which means they earned a high school diploma."

Hawaii

Hawaii also has 92 percent of its 18- to 24-year-old population possessing high school credentials.

Greg Knudsen, communications director of the Hawaii Department of Education, points to several factors that may contribute to the State's high school completion rate. A compulsory education law that requires students to stay in school until age 18 means "we lose a few less students at lower ages," he reports. Knudsen explains that the State would rather support keeping students in school up to the age of 18 because the "economy is not there to support those going into work....Compulsory education until age 18 heads off future expenses and social costs."

Despite the downturn in its economy, the State has maintained a priority on education spending, according to a progress report submitted by State leaders to the National Governors' Association. The state Department of Education continues to implement its Comprehensive Student Support System, designed to ensure that each school identifies and provides appropriate support for students who need extra help learning and achieving — and staying connected with school. The State's relatively high cost of living attracts people who are highly educated, so "people feel they need a good education to keep up and survive," he said.

Lessons Learned

- States offer multiple programs including alternative education programs, dropout prevention efforts, and job-oriented skill training to increase high school completion.
- Students stay in schools that offer personal connections with caring adults, possible with tutors and adults involved in community activities.
- Dropping out is less likely in communities that see education as necessary to economic success.

For more information...

Visit the Goals Panel website at www.negp.gov/issues/issu/monthly/feb22-99.htm.

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GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

Objectives:

- The academic performance of all students at the elementary and secondary levels will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Indicator:

- Reading Performance on NAEP: Which States increased the percentages of public school fourth graders who meet the Goals Panel's performance standard in reading? (Data are from 1992 and 1998 for reading.) *Also see pages 40-43 for information on reading in Connecticut.*

GOAL 3: Student Achievement and Citizenship

Reading Achievement — 4th grade

The National Education Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress (NAEP). Have states[1] increased the percentages of public school 4th graders who score at or above Proficient in reading?

↑	Better	8 states
↔	No Change	36 states and the U.S.
↓	Worse	0 states

Improvement over time

Between 1992 and 1998, 8 states (out of 44) significantly increased the percentage of public school 4th graders who scored at or above Proficient in reading:

1. Colorado
2. Connecticut
3. Kentucky
4. Louisiana
5. Maryland
6. Minnesota
7. Mississippi
8. Virgin Islands

Highest-performing states*

States with the highest percentages of public school 4th graders who scored at or above Proficient in reading:

	(1998)
Connecticut	46%
New Hampshire	38%
Massachusetts	37%
U.S.	*31%***

* *States that had a significantly higher percentage than the U.S. average.*

** *Percentage shown for the U.S. includes both public and nonpublic school data.*

Most-improved states

States that made the greatest gains in the percentages of public school 4th graders who scored at or above Proficient in reading:

	(1992)	(1998)	Change*
Connecticut	34%	46%	+12
Colorado	25%	34%	+9
Kentucky	23%	29%	+6
Maryland	24%	29%	+5
Minnesota	31%	36%	+5
Virgin Islands	3%	8%	+5

* *Differences between the first two columns may differ slightly from the figures reported in the "change" column due to rounding.*

[1] *The term "state" is used to refer to the 50 states, the District of Columbia, and the outlying areas.*

Raising student academic achievement has become the central goal of education reform. Schools provide students the knowledge and skills they will need in an economy that will demand higher levels of literacy from all workers. The Goals Panel measures student mastery of challenging subject matter on tests that are common among the states and geared to assess challenging levels of the subjects taught. The National Assessment of Educational Progress (NAEP) is such a test. Reading is a fundamental skill without which students cannot later master challenging subject matter. NAEP data on reading were collected at the fourth grade level in 1992, 1994, and 1998, and show which states made improvement over time. Assessments of eighth-grade reading became available for the first time at the state level in 1998, permitting identification of high performance, but not improvement, among the States.

See Appendix B of the 1999 Goals Report for definitions, sources, and technical notes.

GOAL 3: STUDENT ACHIEVEMENT IN READING

The overriding goal for reading instruction in Colorado and Maryland, two of the States whose students made the most improvement in fourth grade reading, is to produce fluent readers by third grade. In each State, officials see the development of standards, linked student reading assessments, and related professional development as critical elements of their improvement. (For information on reading in Connecticut, the top-performing and most improved State, see pp. 40-43)

Colorado

Colorado was one of the States with the greatest reading improvement. The percentage of public school fourth graders in Colorado who met the Goals Panel's performance standard in reading on NAEP rose from 25 percent in 1992 to 34 percent in 1998.

Don Watson, director of student assessment for the Colorado Department of Education, attributes much of his State's success to reading standards passed by the legislature and to assessments aligned with the standards. According to Watson, the legislature passed a set of reading standards in 1993 that the State board of education approved in 1995. In 1996, the legislature passed the Colorado Basic Literacy Act, which requires districts to monitor student reading performance in kindergarten through third grade. The bill includes a provision that requires schools to consider the student's score on the third-grade reading assessment before moving the child from third- to fourth-grade reading instruction.

The Colorado Department of Education's Web site, www.cde.state.co.us/index.home.htm, provides detailed information on the Colorado Basic Literacy Act and the third-grade reading assessment. The purposes of the act include (1) promoting high literacy standards for all students in kindergarten through third grade; (2) helping all schools improve the educational opportunities for literacy and performance for all students; and (3) ensuring that all students are adequately prepared to meet Colorado's Fourth-Grade Reading Standards and Benchmarks.

Proficiency levels are set for the kindergarten through third grade. The rules associated with the Act also describe the criteria districts must use to select assessment instruments. For example, local assessments must (1) align with local content standards that meet or exceed the Colorado standards for reading; (2) align with the K-3 reading performance descriptions; and (3) include multiple measures over time that constitute a body of evidence regarding students' reading performance

The Colorado Basic Literacy Act also mandates each school to develop Individual Literacy Plans for students not reading proficiently at the third-grade level by the end of third grade and to report to State officials the number of students on the Individual Literacy Plans. In addition, decisions about third-grade students' reading proficiency must be based on a "body of evidence" collected over time to "reflect the stages and complexity of reading development."

Watson said that although the State has not developed formal professional development activities in reading, the Department of Education's reading specialists spend "lots of time working with school district coordinators, who work at the local level," to promote improved reading instruction.

Maryland

Maryland is one of eight States that showed significant improvement since 1992 in fourth-grade reading. The percentage of the State's public school students who read at least at the proficient level increased from 24 percent in 1992 to 29 percent in 1998.

Maryland began its campaign to boost student reading achievement in 1990, when the State began to develop standards in all core content areas, according to Ron Peiffer, assistant state superintendent, Maryland Department of Education. Peiffer said that reading standards linked to the State's reading assessment were written and distributed in 1990 and implemented the next year. The reading assessment began in 1991. The State modeled its assessment on NAEP. For example, Maryland, like NAEP, underscores reading for a variety of purposes, from reading for the literary experience, to reading for information and reading to perform a task.

State officials say that teacher training is also a key component of the State's reading improvement. Staff development in reading has come from many sources, including both local school systems and such state associations as the International Reading Association affiliate. The Center for Reading Excellence — a partnership among the Maryland State Department of Education, the Kennedy Krieger Institute, and Johns Hopkins University — will focus on professional development and technical assistance to local school systems, direct services to students and their families, and serve as a research center for reading excellence. "Success in our state is multilayered because the Department of Education can't get out to everybody," said Trudy Collier of the Maryland Department of Education. "We rely on other organizations, and, on their own, they have nicely supported our State efforts."

Peiffer noted that Maryland won a $14.2 million grant from the U.S. Department of Education this summer under the new Reading Excellence Act (REA). The grant will be used to improve the reading performance of the State's pre-kindergarteners through third graders living in poverty. "The REA offers local school systems the opportunity to engage in extensive needs assessments to determine what they have and what they need to develop reading programs that are research-based," said Collier, the contact for Maryland's REA grant.

State Superintendent of Schools Dr. Nancy Grasmick praised the REA grant. "As a State, we recognize that in order for students to reach their fullest potential, they must, before all else, become strong readers," she said. "The REA grant will allow us to strengthen reading skills among our most vulnerable early learners — children living in poverty."

Lessons Learned

States that have improved the reading achievement of fourth graders have

- Given state assessment feedback to districts and schools on the reading performance of their students.
- Provided or supported teacher training in how to teach reading.
- Used resources from the new Reading Excellence Act to supplement state efforts to improve the reading performance of poor and disadvantaged students.

For more information...

Visit the Goals Panel website at www.negp.gov/issues/issu/monthly/0999.pdf.

Colorado

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Maryland

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GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Objectives:

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide them with the knowledge and skills needed to teach an increasingly diverse student population with a variety of educational, social, and health needs.
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.
- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.
- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

Indicator:

- Teacher Preparation: Which States increased the percentage of public school teachers reporting that they had participated in in-service or professional development programs on one or more topics since the end of the previous school year? (Data are from 1994.)

Good teaching is the central ingredient in a good education. Good teacher education and professional development are critical for developing good teaching. The Education Summit convened in 1999 called for improving professional development. Such training is increasingly focused on the ability of principals and teachers to help students meet higher academic standards. On average, in 1994 85 percent of teachers reported that they participated in in-service or professional development activities during the previous year. The rate of teacher participation varied among the States from 76 percent to 98 percent. Kentucky is the highest performing State on this indicator at 98 percent. Also among the top performing States were California at 94 percent and Connecticut at 92 percent.

GOAL 4: Teacher Education and Professional Development

Teacher Professional Development

Have states[1] increased the percentages of public school teachers reporting that they participated in in-service or professional development programs on one or more topics since the end of the previous school year?

Improvement over time

Improvement over time cannot be determined yet because this information has been collected only once at the state level since 1990. The Goals Panel will report state improvements when this information is collected again in 2000.

Highest-performing states*

States with the highest percentages of public school teachers reporting that they participated in in-service or professional development programs on one or more topics since the end of the previous school year:

	(1994)
Kentucky	98%
California	94%
North Carolina	93%
Texas	93%
Connecticut	92%
District of Columbia	92%
Alaska	90%
Iowa	89%
Kansas	89%
Washington	89%
Colorado	88%
Florida	88%
Hawaii	88%
Mississippi	88%
Oklahoma	88%
U.S.	85%**

* *States that had a significantly higher percentage than the U.S. average.*

** *Percentage shown for the U.S. includes both public and nonpublic school data.*

Most-improved states

States that made the greatest gains in the percentages of public school teachers reporting that they participated in in-service or professional development programs on one or more topics since the end of the previous school year:

The states that made the greatest improvements over time cannot be identified yet because this information has been collected only once at the state level since 1990. The Goals Panel will recognize the most-improved states when this information is collected again in 2000.

[1] *The term "state" is used to refer to the 50 states, the District of Columbia, and the outlying areas.*

See Appendix B of the 1999 Goals Report for definitions, sources, and technical notes.

GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Quality teaching and professional development are widely recognized as crucial to the success of education reform efforts. Data show that nationally in 1994, 85 percent of public school teachers report participating in in-service or professional development programs since the end of the previous year.

Kentucky

The 1990 Kentucky Education Reform Act (KERA) was built on the belief that successful implementation of education reform hinges on a classroom teacher's ability to teach to higher standards. The legislation, therefore, required the State Board for Elementary and Secondary Education to "establish, direct, and maintain a statewide program of professional development to improve instruction in the public schools" and required that all teachers participate annually in professional development.

A report, *Professional Development Under KERA: Meeting the Challenge, Preliminary Research Findings*, found that while professional development in Kentucky often focused on "stand-alone workshops of short duration with no formal follow-up," there were also examples of schools in which teachers were engaged in "ongoing critical discussions of curriculum and instruction that appear essential for improvements in teaching practices and consequently in student learning." The newly created Kentucky Leadership Academy for principals may be the vehicle needed to drive home the need for more content-based teacher professional development programs, according to the report.

California

California (94 percent) trails only Kentucky (98 percent) in the percentage of public school teachers participating in professional development activities.

Mary Bergen, president of the California Federation of Teachers, explained that, since 1983, the State has required that teachers have 150 clock hours of professional growth activity every five years. Since then, the State has worked to improve the quality of professional development. For example, it now mandates that a provider of professional development must be certified by the State. "We are moving away from one-day workshops provided by people with dubious credentials," she said. Further, state law now allows professional development to occur during instructional time, explained Don Kairott, director of the teacher development unit in the California Department of Education.

Kairott indicates that "now professional development must be aligned with state standards for the teaching profession." The California Standards for the Teaching Profession grew out of the State's Beginning Teacher Support and Assessment (BTSA) program and is informed by the work of the Interstate New Teacher Assessment and Support Consortium and the National Board for Professional Teaching Standards. Kairott cited other professional development initiatives under way in California, including the California School Leadership Academy, which provides professional development for school principals, district superintendents, and school teams through regional networks.

Connecticut

Ninety-two percent of Connecticut's public school teachers reported in 1994 that they had participated in in-service or professional development programs on one or more topics since the end of the previous school year.

Abigal Hughes, bureau chief of teacher certification, Connecticut Department of Education, traces Connecticut's successful professional development statistics to the 1987 Education Enhancement Act, which called for student assessments in grades 4, 6, and 8;

supported beginning teachers through assessment and mentoring programs; and provided funds for professional development. Information on student achievement scores often drives professional development opportunities in Connecticut. For example, schools and school districts are made aware of student achievement levels in "report cards" that are made public. If a local school district or school notices that student achievement scores are low in, say, reading or math, educators then may develop professional development initiatives that focus on that particular subject.

"While not mandated, we've always strongly pushed content-based work," explained Ray Pecheone of the Connecticut Department of Education. He pointed to summer institutes in math and reading, begun in the late 1980s, that are "well received and over subscribed" year after year. Pecheone also described an advanced academy for teachers who "every year get specific training in math and science, which is part of a program that certifies highly accomplished math and science teachers."

Lessons Learned

- State requirements that teachers participate in professional development activities can be effective and may be linked to attempts to improve the professional development offered.
- States are working to ensure that professional development activities are more intense and long-term than in the past, and that they focus upon the skills and content needed for higher student achievement.
- Requirements for more professional development need to be accompanied by financial support for the training and continuing reflection on how to make the training more effective.

For more information...

Visit the Goals Panel website at www.negp.gov/issues/issu/monthly/apr19-99.htm.

Kentucky

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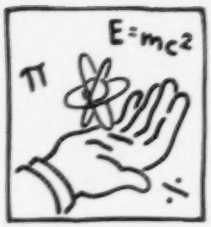

GOAL 5: MATHEMATICS AND SCIENCE

By the year 2000, United States students will be first in the world in mathematics and science achievement.

Objectives:

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of United States undergraduates and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Indicator:

- International Mathematics and Science Achievement: Which States improved their international standing in eighth grade mathematics and science achievement? (Data are from 1995-96.)

Americans increasingly want to benchmark their performance to the best in the world. In business, international benchmarking is understood to be a tool essential to being economically competitive. In education, especially in science and mathematics education, it is seen as important to compare U.S. performance to that of other countries. The findings of the Third International Mathematics and Science Study (TIMSS) provided such information. In October 1998, the Goals Panel issued *Mathematics and Science Achievement State by State, 1998,* which showed every State its improvement over time, how it compares to other States and countries, and how subgroups within the State perform in mathematics and science on the National Assessment of Educational Progress (NAEP). The Panel reports results in terms of the percentage of students in each State reaching the highest levels of achievement on NAEP. Among the top-improving and top-performing of the States, Minnesota, Iowa, and Montana tell what they think may account for their success.

GOAL 5: Mathematics and Science

International Mathematics and Science Achievement — 8th grade

Have states[1] improved their international standing in 8th grade mathematics and science achievement?

Improvement over time

Improvement over time cannot be determined yet because a research study designed to predict state performance on international mathematics and science assessments has been conducted only once. The Goals Panel will report changes in standing in mathematics and science achievement when new results become available from international assessments conducted in 1999.

Mathematics

Highest-performing states*

States that would be expected to score as well as, or better than, 35 out of 41 nations° in 8th grade mathematics in 1995-1996:

Iowa
Maine
Minnesota†
Montana
Nebraska
North Dakota
Wisconsin

The U.S. scored as well as, or better than, 20 out of 40 nations in 8th grade mathematics.

° *Only Belgium (Flemish educational system), the Czech Republic, Hong Kong, Japan, Korea, and Singapore would be expected to outperform these seven states in 8th grade mathematics.*

† *Results for Minnesota are based on actual scores, not estimated scores. See Appendix B of the 1999 Goals Report.*

* *Top 7 states.*

Science

Highest-performing states*

States that would be expected to score as well as, or better than, 40 out of 41 nations° in 8th grade science in 1995-1996:

Colorado
Connecticut
Iowa
Maine
Massachusetts
Minnesota†
Missouri†
Montana
Nebraska
North Dakota
Oregon†
Utah
Vermont
Wisconsin
Wyoming

The U.S. scored as well as, or better than, 31 out of 40 nations in 8th grade science.

° *Only Singapore would be expected to outperform these 15 states in 8th grade science.*

† *Results for Minnesota, Missouri, and Oregon are based on actual scores, not estimated scores. See Appendix B of the 1999 Goals Report.*

* *Top 15 states.*

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[1] *The term "state" is used to refer to the 50 states, the District of Columbia, and the outlying areas.*

See Appendix B of the 1999 Goals Report for definitions, sources, and technical notes.

GOAL 5: MATHEMATICS AND SCIENCE

In mathematics, Iowa, Minnesota, and Montana would be expected to score as well as or better than 35 out of 41 nations participating in the Third International Mathematics and Science Study in 1995-96. The six nations that would be expected to perform significantly higher than eighth graders in these States are: Belgium-Flemish, Czech Republic, Hong Kong, Japan, Korea, and Singapore. These States are among the seven that made significant gains and were also among the highest performing States in the nation in mathematics achievement on NAEP in 1996. States varied from 5 percent to 34 percent of students scoring at or above the proficient level in mathematics on NAEP.

Minnesota

The percentage of Minnesota's eighth-grade students who met the Goals Panel's performance standard in math increased from 23 percent in 1990 to 34 percent in 1996.

State officials attribute Minnesota's math achievement to a combination of demographics and teacher qualifications. Bill Linder-Scholer, executive director of SciMathMin, noted that Minnesota has both low rates of poverty and "...100 percent of secondary math teachers certified to teach math." Sharon Stenglein, math consultant for the Minnesota Department of Children, Families and Learning agrees. "Minnesota teachers are well-prepared," she said. "Math teachers from grade seven up through high school must be certified to teach math by having a full major in math." Stenglein, like Linder-Scholer, sees the State's well-educated population, which strongly supports schools, as a contributing factor to high student achievement. Minnesota is a desirable place to teach because it has a good pay scale for teachers and because of the value Minnesotans place on education.

She cautions that not all of the State's children are doing well in math. "We are looking today at a bimodal group of students. We have very low participation rates in high school of students who are taking math and doing quite well, while we have a much larger group who are not taking math at all," she said. Linder-Scholer agrees that a major problem in Minnesota is that "we clearly do not do enough for the bottom group of students."

Linder-Scholer's group, SciMathMin, actively promotes standards-based math and science education. Begun in 1991 as a statewide coalition supported by business and industry and, eventually the state, SciMathMin advocates for standards-based systemic reform and provides professional development to K-12 teachers and higher education faculty in mathematics and science. In 1998, SciMathMin developed the Math and Science Frameworks. These working papers are "tools for bridging national mathematics and science education standards to the Minnesota Graduation Standards and classroom practice." (The Goals Panel will release an analysis of Minnesota's high performance in 8th grade science on TIMSS in early 2000.)

Iowa

The percentage of Iowa's eighth-grade public school students who met the Goals Panel's performance standard in mathematics increased from 25 percent in 1990 to 31 percent in 1996.

While acknowledging Iowa's good eighth-grade student performance in math in 1996, Judd Freeman, mathematics consultant with the Iowa Department of Education, reported that "nothing systematically has been done [by the State] to improve math achievement for quite awhile." He added, "Iowa has no [formal academic] standards. Everything is left to local districts." Indeed, Freeman expressed concern over what he says are the first signs of decline in math achievement, particularly in grades K-4. "Some other NAEP States have been able to move their populations in positive ways [since the early 1990's]. But Iowa is sitting pretty stagnant."

Freeman described two state policies that in the future may help the State's mathematics achievement: legislation that requires the incorporation of

accountability for student achievement into the locally developed education standards and accreditation process and a Middle Level Mathematics/Technology Initiative.

The Middle Level Mathematics/Technology Initiative will provide professional development to participating middle/junior high school math teachers in mathematics content and pedagogy, the use of instructional technology, and the alignment of curriculum, instruction, and assessment. "We don't have a statewide curriculum, so we're working to improve math achievement through the vehicle of trying to improve teacher knowledge of math content," explained Freeman.

Montana

The percentage of Montana's public school eighth graders who met the Goals Panel's performance standard in mathematics increased from 27 percent in 1990, to 32 percent in 1996.

Local control characterizes education decision-making in Montana, said Chris Provance, of the state Department of Public Instruction. Local school districts can decide whether to integrate math concepts into schoolwide curricula, or to integrate math with science. In 1994, the state developed Model Learner Goals, a "guidance document, not a standards framework." The Model Learner Goals and the Montana Framework for Improving Math and Science are available to districts and schools to use voluntarily to improve math and science instruction. "A lot of what we do is communicate very well," explained Provance. "Due to strong leadership dedicated to communicating the State's philosophy in math education, many voluntary state policies are used in classrooms," she added.

Lessons Learned

- In strong "local control" States, whether formal standards for mathematics achievement are adopted or not, strong teacher qualifications and community support for education are associated with high student achievement in mathematics.
- In some high-performing States, the State and private organizations may offer curriculum guidance, professional development, and other resources on a voluntary basis.
- Some State officials worry about the quality of mathematics instruction available for low-performing students, even in States where average mathematics achievement is high.

For more information...

Visit the Goals Panel website at www.negp.gov/issues/issu/monthly/may17-99.htm.

Minnesota

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GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training, and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

Indicator:

- Adult Literacy: Which States increased the percentages of adults who score at or above Level 3 in prose literacy on the State Adult Literacy Survey? (Data are from 1992.)

GOAL 6: Adult Literacy and Lifelong Learning

Adult Literacy

Have states[1] increased the percentages of adults who score at or above Level 3 in prose literacy?

Improvement over time

Improvement over time cannot be determined yet because this information has been collected only once at the state level since 1990.

Highest-performing states*

States with the highest percentages of adults scoring at or above Level 3 in prose literacy:

	(1992)
Washington	69%
Indiana	58%
U.S.	***52%***

* *States that had a significantly higher percentage than the U.S. average.*

Most-improved states

States that made the greatest gains in the percentages of adults scoring at or above Level 3 in prose literacy:

The states that made the greatest improvements over time cannot be identified yet because this information has been collected only once at the state level since 1990.

[1] *The term "state" is used to refer to the 50 states, the District of Columbia, and the outlying areas.*

The ultimate purpose of improving America's education system is to enable students, when they become adults, to have the knowledge and skills they will need to fare well both as citizens and in the workplace. The Goals Panel reports a direct measure of this outcome, adult literacy, in the context of Goal 6. Unfortunately, this information has only been collected once since the goals were set, so it will not be possible to identify whether adult literacy is improving until new data are available. However, in 1992, 52 percent of adults across the nation scored at Level 3 (out of 5 levels) on the National Adult Literacy Survey. Two States, Washington and Indiana, scored significantly better than the U.S. average on the State Adult Literacy Survey.

See Appendix B of the 1999 Goals Report for definitions, sources, and technical notes.

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

Washington and Indiana are the two States with the highest percentages of adults scoring at or above Level 3 in prose literacy on the 1992 State Adult Literacy Survey.

Washington

In 1992, 69 percent of Washington adults scored at or above Level 3 in prose literacy, making it the nation's top-performing State. The U.S average was 52 percent. Brian Kanes and Janet Anderson, program administrators with the Washington Board for Community and Technical Colleges, attribute their State's success to several factors, including a focus on family literacy, migrant workers, and the community and technical college system.

First, in 1988 the state legislature made funds available for family literacy. Since that time, the state has had its own Even Start program, which includes a family literacy component that has adults learning to read along with their children.

Second, in 1989 federal funding was directed to English-as-a-Second-Language programs. Kanes noted the State's high number of migrant workers, many of whom do not speak English. Federal funds, through the State Legalization Impact Assistance Grant, helped to create English language programs for people attempting to become "legalized" citizens. "This program provided significant assistance to our agricultural community," said Kanes. Third, Anderson noted a unique clause in state community college legislation that "many years ago" defined adult literacy as a major mission of community and technical colleges. "Only 11 or 12 States in the nation have a state law that calls on community and technical colleges to address adult literacy," she said.

Both state officials point to the State's adoption of Equipped for the Future (EFF) as a harbinger of higher literacy rates among adults. According to the *Washington State Plan for Adult and Family Literacy* (found at www.sbctc.ctc.edu), effective staff development "requires a unified vision of the best teaching practices available." The State's adoption of the EFF initiative is a "promising instructional framework" that will help guide staff development and instructional practices statewide. From the State plan: "The EFF framework will become the unified vision for all staff development activities under this plan."

Besides staff development, the State's adult and family literacy plan stresses the need for adult education that is "practical and grounded in real-life contexts." It also calls for a better response to underserved populations, including single parents, adults with learning disabilities, and minorities.

Indiana

Indiana is the nation's second highest performing State on the adult literacy indicator for Goal 6. Fifty-eight percent of adults scored at or above Level 3 in prose literacy.

Larry Grau, education policy advisor for Gov. Frank O'Bannon, said that the state uses a "10-headed approach" that links adult education and workforce development to the literacy needs of adults in Indiana. He also pointed to a public-private partnership, the Indiana Literacy Foundation, that provides an umbrella for literacy programs in the State. The foundation was incorporated in 1990 and became fully operational in 1993. Nearly all funding for the foundation is provided by individuals and corporations.

"Our efforts focus on the volunteer sector of adult literacy," said Gael Deppert, executive director of the Indiana Literacy Foundation. The Foundation set up the Literacy Accountability System, which provides a relational database of adult literacy pro-

grams, used "to develop benchmarks on what is working in various indicators such as recruitment and retention of adult learners and attainment of student goals," she said.

The Foundation works with 300 volunteer literacy programs statewide to develop their capacity to offer quality services to their communities. Successful strategies, interventions, and practices are then disseminated through the Literacy Success Network, which uses list serves, newsletters, distance learning, and other vehicles of distribution. Examples of local literacy efforts the Foundation assists are: The Madison County Literacy Coalition's tutor program that helps learners with immediate needs, such as completing job applications, and the Walker Career Center in Indianapolis, which helps local companies implement basic skills training for their workers.

The Foundation also works to educate the public and state lawmakers on the scope of adult literacy issues and promising local solutions. For example, the Foundation played a role in drafting a proposal that eventually was approved by the General Assembly to provide funds to develop the capacity of literacy programs. Deppert noted that the funds, first appropriated in 1994, "helps the local literacy programs become stronger in what they do." The Foundation serves as a "re-grant agency," in which 100 percent of the state funds are passed through to local groups. The Foundation provides technical assistance funded by non-state dollars.

Another group that helps direct adult literacy activities in the State is the Indiana Adult Literacy Coalition (IALC), an advisory group to the governor. The coalition's purpose is to encourage coordination of state agency activity related to adult education and to identify gaps in services and literacy trends to assist state policymakers. In 1997, the IALC conducted a first-ever survey of adult literacy services provided through State and Federal funds. From the survey, the IALC developed a series of recommendations to improve state delivery of adult literacy activities.

Lessons Learned

- States with high adult literacy rates offer a variety of programs from family literacy and English-as-a-Second-Language programs to volunteer worker tutorials.
- States find programs most effective when they are tailored to the needs of their clients, when they reach out to under-served populations, and when they emphasize learning literacy skills in practical, real-life contexts.
- Successful programs may be sponsored by state government, volunteer groups, public-private partnerships, or some combination of agencies. This makes it valuable to coordinate the efforts of concerned agencies.

For more information...

Visit the Goals Panel website at www.negp.gov/issues/issu/monthly/jun16-99.htm.

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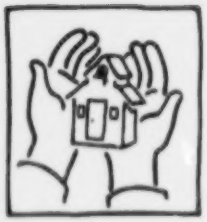

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS

By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and governmental and community organizations will work together to ensure the rights of students to study in safe and secure environments that are free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- Every local educational agency will develop a sequential, comprehensive kindergarten through 12th grade drug and alcohol prevention education program.
- Drug and alcohol courses should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

Indicator:

Teacher and Student Victimization and Physical Fights: Which States reduced the percentage of

- public high school teachers reporting that they were threatened or physically attacked by a student from their school during the previous 12 months? (Data are from 1994.);
- public school students reporting that they were threatened or injured with a weapon such as a gun, knife, or club on school property at least once in the previous 12 months? (Data are from 1997.);
- public high school students reporting that they were in a physical fight on school property at least once during the previous 12 months? (Data are from 1997.)

All schools strive to be safe havens for the community of students and teachers who attend them. Nothing is of deeper concern to parents and citizens than evidence that either students or teachers can be victimized or that physical fights occur on school property. Discouragingly, data show that only one state, Nevada, and American Samoa improved on these indicators. South Dakota and Vermont were among the states with the lowest rates of fights and victimization.

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Student Victimization, Teacher Victimization and Physical Fights

Improvement over time

American Samoa was the only state out of 24 to reduce student victimization (from 15% in 1993 to 9% in 1997). Nevada was the only state out of 24 to reduce physical fights at school (from 20% in 1993 to 15% in 1997). Improvement in reducing teacher victimization cannot be determined because this information has been collected only once at the state level since 1990. It will be collected again in 2000.

Student Victimization

Highest-performing states*

States with the lowest percentages of public high school students reporting that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months:

	(1997)
South Dakota	5%
Connecticut	6%
Hawaii	6%
Iowa	7%
Kentucky	7%
Montana	7%
New York	7%
Ohio	7%
Vermont	7%
Wyoming	7%

Indicators are not the same at the national and state levels.

* *Top 10 states (out of 24).*

Teacher Victimization

Highest-performing states*

States with the lowest percentages of public school teachers reporting that they were threatened or physically attacked by a student from their school during the past 12 months:

	(1994)
North Dakota	8%
South Dakota	8%
California	9%
Maine	9%
Montana	9%
New Jersey	9%
Idaho	11%
Wyoming	11%
Illinois	12%
Kansas	12%
U.S.	***15%****

* *States that had a significantly lower percentage than the U.S. average.*

** *Percentage shown for the U.S. includes both public and nonpublic school data.*

Physical Fights

Highest-performing states*

States with the lowest percentages of public high school students reporting that they were in a physical fight on school property at least once during the past 12 months:

	(1997)		(1997)
South Dakota	11%	Missouri	13%
Connecticut	13%	Ohio	13%
Hawaii	13%	South Carolina	13%
Kentucky	13%	Vermont	13%
Massachusetts	13%	West Virginia	13%

Indicators are not the same at the national and state levels.

* *Top 10 states (out of 24).*

Most-improved states

States that made the greatest reductions in the percentages of public high school students reporting that they were in a physical fight on school property at least once during the past 12 months:

	(1993)	(1997)	Change*
Nevada	20%	15%	-5

* *Differences between the first two columns may differ slightly from the figures reported in the "change" column due to rounding.*

The term "state" is used to refer to the 50 states, the District of Columbia, and the outlying areas.

See Appendix B of the 1999 Goals Report for definitions, sources, and technical notes.

GOAL 7: SAFE SCHOOLS

The Goals Panel reports progress toward Goal 7, Safe Schools, on a variety of indicators. In this report, it reports state practices related to top performance on three related indicators: teacher and student victimization by threat or injury at school, and physical fights at school.

South Dakota

South Dakota is a top-performing State on these three Goal 7 indicators. "The main reason we do so well in this area is based on who we are," said Ray Christensen, secretary of the South Dakota Department of Education and Cultural Affairs. He noted that the state is comprised of small school districts, where "communities are very connected to their schools.... The culture doesn't accept bad behavior. School are not places where you do violence." Mary Somervold, president of the state Board of Education, concurred with Christensen's assessment. "Our population knows each other well," she said. "There is little anonymity. Connections are made between communities and their schools — we work hard at that," she added.

Somervold praised the efforts of the counseling programs in the larger schools. "About 60 percent of our students go on to higher education, 20 percent to vocational education, and 10 percent working on some advanced education," she noted. "Less than 10 percent of our students are floundering — and that makes a great deal of difference."

According to Christensen, state policies that direct local school initiatives are in short supply in South Dakota. Instead, local schools remain steadfast in the driver's seat of education decision-making. Christensen noted district efforts to curtail bullying in the schools. Specifically, he pointed to Sioux Falls' comprehensive school safety standards.

Vermont

Vermont is a top-performing state on two Goal 7 indicators: student victimization and physical fights. Bill Reedy, legal counsel for the State Department of Education, attributes Vermont's success to its small schools in communities where people know each other. He also lauds the State's "Building Effective Supports for Teaching," or BEST, program for safe schools. Now in its fifth year, BEST began in response to complaints by principals that between 5 percent and 8 percent of the student population was so disruptive that they "interrupted the flow of instruction," explains Richard Boltax, coordinator of BEST. BEST is designed to help schools develop effective strategies and interventions to anticipate, prevent, and respond to the challenging behaviors of students, benefiting the entire school community.

Strategies of BEST include building regional and local school capacity and implementing effective prevention and early intervention practices. Training grants are offered to school districts to help teachers and administrators. Conferences, workshops, and an annual Summer Institute also are offered by BEST.

BEST's goal is to "reach every school in Vermont and provide them with the framework and planning process they need to devise a schoolwide discipline system," said Boltax.

Nevada

Nevada is the only State that has significantly reduced the percentage of students who engage in physical fights at school. Mike Fitzgerald, coordinator of the state's Safe and Drug-Free Schools and Communities program, attributes the State's success to a variety of programs. A 1998 survey of school districts in Nevada conducted by the State Department of Education gathered information about the district's substance abuse and violence

prevention programs. Findings from the survey show that Nevada schools use a wide variety of commercial, locally developed, and general program models in substance abuse and violence prevention. They are designed to reach the entire population of students in a school, rather than being targeted to at-risk students, or students already engaged in risky behavior.

Safe Harbors, a symposium on Safe, Disciplined, and Drug-Free Schools, was held in Las Vegas to bring together educators, parents, lawmakers, policymakers, community leaders, and others. It was designed to "provide a common ground for discussion and direction on school-based violence and drug-abuse prevention programs in Nevada's schools," said Mary Peterson, Nevada's Superintendent of Public Instruction. The symposia are considered a "valuable step" in identifying problems and promising strategies for prevention.

Lessons Learned

- Victimization and fights are less common in states with a strong sense of community and ties among people who know each other and share common expectations of behavior.
- Successful states encourage school policies that deal with disruptive behavior when it occurs and plan prevention efforts to serve all students.
- Deliberate efforts to convene community members may be useful in raising public consciousness and developing programs to prevent both drug use and violence.

For more information...

Visit the Goals Panel website at www.negp.gov/issues/issu/monthly/mar17-99.htm.

South Dakota

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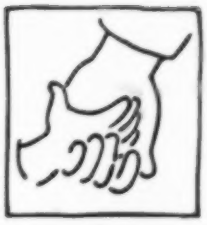

GOAL 8: PARENTAL PARTICIPATION

By the year 2000, every school will promote partnerships that will increase involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives:

- Every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership that supports the academic work of children at home and shared educational decision-making at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

Indicators:

- Parental Involvement in Schools: Which States increased parental involvement in the schools as measured by a reduction in the percentage of public school teachers and principals reporting that lack of parental involvement in their school was a serious problem? (Data are from 1991 and 1994.)

Parents are a child's first teachers, and parent involvement can make an enormous difference in a child's education. One Goals Panel indicator of progress toward Goal 8, Parental Participation, is the extent to which public school teachers and principals report that a *lack* of parental involvement is a problem for their schools. Between 1991 and 1994, teachers and principals in most States (45 and 46, respectively) reported no significant change in parental participation. But the States of North Dakota and Vermont were among the highest performers in the eyes of both principals and teachers, and Wyoming was high in the view of teachers.

GOAL 8: Parental Participation

Parental Involvement in Schools — Teachers' Perspective

Have states' reduced the percentages of public school teachers reporting that lack of parental involvement in their schools is a serious problem?

↑	Better	0 states
↔	No Change	45 states
↓	Worse	6 states

Highest-performing states*

States with the lowest percentages of public school teachers reporting that lack of parental involvement in their schools is a serious problem:

	(1994)
North Dakota	13%
Minnesota	14%
Nebraska	15%
Maine	17%
Vermont	17%
Wyoming	17%

Indicators are not the same at the national and state levels.

* *Top 6 states (out of 51).*

Most-improved states

States that made the greatest reductions in the percentages of public school teachers reporting that lack of parental involvement in their schools is a serious problem:

No state made a significant improvement between 1991 and 1994.

Parental Involvement in Schools — Principals' Perspective

Have states' reduced the percentages of public school principals reporting that lack of parental involvement in their schools is a serious problem?

↑	Better	3 states
↔	No Change	46 states
↓	Worse	2 states

Highest-performing states*

States with the lowest percentages of public school principals reporting that lack of parental involvement in their schools is a serious problem:

	(1994)
North Dakota	3%
Maine	5%
Massachusetts	5%
Minnesota	6%
Nebraska	6%
Vermont	6%

Indicators are not the same at the national and state levels.

* *Top 6 states (out of 51).*

Most-improved states

States that made the greatest reductions in the percentages of public school principals reporting that lack of parental involvement in their schools is a serious problem:

	(1991)	(1994)	Change*
Indiana	19%	9%	-10
California	20%	11%	-8
Colorado	17%	8%	-8

* *Differences between the first two columns may differ slightly from the figures reported in the "change" column due to rounding.*

'The term "state" is used to refer to the 50 states, the District of Columbia, and the outlying areas.

See Appendix B of the 1999 Goals Report for definitions, sources, and technical notes.

GOAL 8: PARENTAL PARTICIPATION

North Dakota, Vermont, and Wyoming are among the top six States (out of 51) where teachers and principals are least likely to report that lack of parental participation in their schools is a serious problem. (For information on the three States — California, Colorado and Indiana — where principals reported improved parent participation, see *Promising Practices 1998.*) Officials in North Dakota, Vermont, and Wyoming report that their high levels of parent participation have more to do with the "culture of small communities" than with any state policy to encourage parent involvement. Yet state officials also highlighted parent involvement in their school accreditation process or in frameworks for student achievement.

North Dakota

Both teachers and principals see North Dakota as a top-performing State in parent participation. Only 3 percent of public school principals and 13 percent of teachers reported that a lack of parental involvement is a serious problem at their schools.

A "strong family ethic and strong work ethic" prevails in North Dakota, which kindles parent involvement in schools, observes Linda Johnson, director of school health programs at the North Dakota Department of Public Instruction. The community values education, she added, and teachers are shown respect. "Teachers are not afraid to call a parent to come in for a visit," said Johnson.

North Dakota has launched initiatives to enhance opportunities for parent participation. Prior to 1994, the State began a strong, three-year program monitoring Title 1, including parent involvement provisions of the program. The State also provided schools with technical assistance when needed.

In 1993, North Dakota launched a Middle School Program Standards initiative that includes a parent involvement component. Johnson reports that the Goals 2000 program asks school districts or consortiums of districts, "How are you going to involve your parents?" Districts and schools wrote parent participation goals in their Goals 2000 plans.

Vermont

Vermont's strong showing has more to do with the "culture of small communities" than any policy or program, reported Susan Biggam, an education consultant for the Vermont Department of Education. Historically, the state has held parent involvement in high regard by including it in its education frameworks and initiatives, she added. "Even in 1994, when the State was at work on the Vermont Common Core of Learning (standards), parental participation in schools was an important part of the process," she said. According to Bingham, parents were among the more than 4,000 people who took part in focus groups on what was important for students to know and to be able to do, and the conditions under which such learning could happen best.

Biggam also noted a strong emphasis on collaboration between school and home through the State's special education office. More recently, parent involvement was emphasized strongly in a statewide initiative for early reading success.

Wyoming

Like North Dakota and Vermont, Wyoming is a State of small, tight-knit communities that foster active parental roles in children's education, observes Kathy Scheurman, supervisor for school improvement at the Wyoming Department of Education. "Schools are the center of our towns," said

Scheurman. Parent participation is expected — from both the schools and the parents, she added.

However, the State works hard to ensure parental involvement through its school accreditation process. Wyoming State Board of Education regulations require community involvement in "setting and helping the school staff implement district performance outcomes." Staff conducting on-site accreditation visits use a "Parent and Community Involvement" checklist to help them assess the school's level of parental involvement. Highlights from the checklist include: (1) plans are made to involve all parents; (2) parents and community representatives are involved in planning curriculum revisions, school improvement plans, and other activities; (3) parent and community input was solicited and considered when setting goals and making school improvement plans; (4) parents and community are included in local needs assessments; and (5) parents and community representatives participate in such curriculum implementation activities as tutoring, volunteering in the classroom, and helping with special events that teach the standards.

Local districts involve parents and the community in the activities and direction of the school district. For example, parents serve on the Big Horn (WY) District Advisory Committee that meets two to three times per year to review grants and contracts and to discuss and make recommendations regarding curriculum content, policies, and issues.

Lessons Learned

- Even in States with strong community expectations for parent participation in education, state officials encourage parent involvement through accreditation processes and deliberate outreach activities.
- Preventing school violence and establishing academic standards are two topics that parents care about and which have motivated parent participation in school-sponsored activities in high-performing States.
- Requirements for parent participation in Title 1 and encouragement of it in Goals 2000 have provided a context for some State efforts to encourage and increase parental involvement.

For more information...

Visit the Goals Panel website at www.negp.gov/issues/issu/monthly/jul16-99.htm.

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PROGRESS ACROSS THE GOALS

High and Improving Reading Performance in Connecticut

Progress toward the National Education Goals does not happen one goal at a time, indicator by indicator. A State usually works on a combination of activities to improve its entire education system, and it may address the central issue of student achievement through a set of interrelated activities. The Panel, therefore, identifies the States that perform at high levels and make the most improvement on indicators relating to all of the National Education Goals.

Progress Across the Goals: High Performance in Connecticut

The 1999 Goals Report *shows that Connecticut was among the* ***highest performing*** *States on the following 20 measures of progress toward the Goals:*

- Children's Health Index
- Immunizations
- Early Prenatal Care
- High School Completion Rates
- Reading Achievement (4th grade)
- Reading Achievement (8th grade)
- Writing Achievement (8th grade)
- Mathematics Achievement (4th grade)
- Mathematics Achievement (8th grade)
- Science Achievement (8th grade)
- Advanced Placement Performance
- Teacher Preparation — Academic Degrees
- Teacher Preparation — Teaching Certificates
- Teacher Professional Development
- International Science Achievement
- Mathematics and Science Degrees — Minority Students
- Student Victimization
- Physical Fights
- Carrying a Weapon
- Student Safety

In 1999, Connecticut was among the highest performing States on 20 of the Goals Panel indicators (see above), second only to Maine, which was a top performer on 21 indicators. At the same time, Connecticut improved its performance significantly on 13 indicators (see next page), and was the State that ranked most often (on eight measures) among the most improved.

In March 1999, the National Assessment of Educational Progress (NAEP) released new data on reading performance among the States. These data showed that Connecticut was both the highest performing state on fourth-grade reading, and, with Maine, eighth grade reading, and the State that made the most improvement. NAEP also showed that, from 1992 to 1998, black, white, and Hispanic students in Connecticut all made improvements, and in 1998 all performed at higher levels than their fourth grade counterparts elsewhere in the United States. (See chart on page 43.)

Analysis of Connecticut's own reading test results, the Connecticut Mastery Test (CMT), shows that average performance improved across the State, among students in rich districts and poor. The state

Progress Across the Goals: Improvement in Connecticut

The 1999 Goals Report *shows that Connecticut made statistically significant* ***improvement*** *on the following 13 measures of progress toward the Goals:*

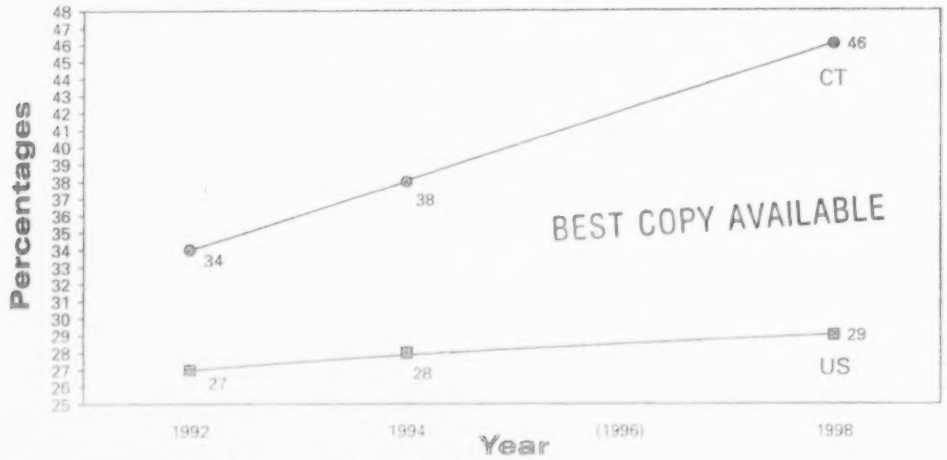
- Children's Health Index
- Early Prenatal Care
- Preschool Programs for Children with Disabilities
- High School Dropout Rates*
- Reading Achievement (4th grade)*
- Mathematics Achievement (4th grade)*
- Mathematics Achievement (8th grade)*
- Advanced Placement Performance*
- Teacher Support
- Mathematics and Science Degrees — All Students*
- Mathematics and Science Degrees — Minority Students*
- Mathematics and Science Degrees — Female Students*
- Participation in Higher Education

** On these eight indicators, Connecticut ranked among the "most improved states."*

clusters its 161 local districts into nine groups called Educational Reference Groups (ERGs), which varied in 1996 from a median family income of more than $98,000 in the ERG with the 12 wealthiest districts to a median family income of less than $25,000 in the ERG with the seven biggest but least wealthy districts. Nonetheless, the average reading scores improved on the state test in *both* clusters of districts, and for every cluster in between. How did Connecticut do it?

To find out, the Goals Panel commissioned a special study of Connecticut that is described fully in *Exploring High and Improving Reading Achievement in Connecticut,* by Joan Boykoff Baron. She interviewed educators in the 10 medium and large districts with the greatest improvement on the Connecticut state reading test. She asked them what state policies had helped improve their students' reading performance. They pointed to three overriding state policies.

Trends in National and Connecticut Percentages of Students in Grade 4 at or Above the Proficient Level on NAEP Reading, 1992-1998



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NOTE: Years in parentheses ( ) indicates there were no data collected for that year.

■ STATE POLICIES AND PRACTICES

Detailed State Test Results

Connecticut assesses student reading at grades 4, 6, and 8, publicly reports the results (which are reported as front-page news in local newspapers), and provides local districts with both summary reports and CD-ROMS containing detailed student information that can be disaggregated by school and teacher. The State paid to create and provide a parallel form of the tests that local districts can use in grades 3, 5, and 7 at minimal extra cost. Districts enjoying the most improvement have undertaken extra analyses of these data and used the test frameworks to realign their curricula and instruction.

Extra Resources for Needy Districts

The State identifies its neediest school districts, those with both low wealth and low performance, as Priority School Districts. It provides them with additional resources through a series of categorical grants. It also targets them for extra technical assistance.

Support for Quality Teaching

The State actively supports quality teaching in its salary schedule (the highest in the country), its mentor induction program for beginning teachers, and its systematic support for professional development of teachers and principals to learn how to improve the reading performance of their students.

State policy is intended to improve achievement results by creating the incentives and context to change local practices. This study is one of the first to examine the local dimension of statewide achievement improvement. It documents the following policies, practices, and classroom approaches in use in districts with the greatest improvement.

■ LOCAL POLICIES AND PRACTICES

Ownership and Accountability Mechanisms Within the Schools

Districts that improved their students' reading skills focused their attention on doing so. In some, the school boards, superintendents, or principals set local goals for improvement, and linked these to broader school improvement plans. Others made public awards for improvement. Some linked teacher evaluation to student achievement.

Providing Professional Development in Teaching Reading

The districts studied invest heavily in professional development so that both principals and teachers have opportunities to learn the skills required to improve students' reading. Training sessions include demonstration lessons by in-house school staff or external consultants who provide subsequent school-site coaching. Parents are encouraged to follow up at home. Sometimes, teams of teachers, reading specialists, and school nurses or psychologists discuss classroom cases.

Continuous Monitoring of Achievement and Increasing Time for Instruction

Seven of the 10 most-improved districts monitor student reading annually by using the tests for grade 3, 5, and 7 made available by the State. (Teachers also embed assessment tasks in their classroom instruction to track how individual students are progressing.) Time for reading instruction has been increased in these districts by allocating more time for reading within the normal day, by holding after-school tutorials, and by encouraging summer reading by formally soliciting feedback or sponsoring summer school.

CLASSROOM APPROACHES

Early Emphasis of Phonemic Awareness

While teachers in improving districts were eclectic and pragmatic in their approach to teaching reading, they consciously developed young students' phonemic awareness—the ability to identify and use the sequence of sounds in a spoken word. As early as kindergarten, direct instruction in phonemic awareness and related phonological skills was undertaken, and emphasized in greater detail for those students having difficulty with decoding skills.

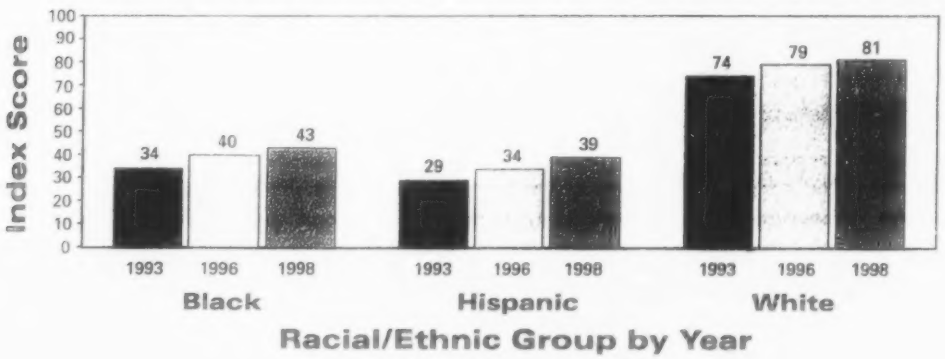
Multiple Materials Balance Word Analysis Skills and Comprehension

Teachers in improving districts spent time teaching word analysis skills and comprehension and saw these aspects of their reading instruction as mutually reinforcing. They used a variety of materials for students' pleasure and practice—from authentic children's literature to books patterned to demonstrate regular sound and letter patterns, books emphasizing words and sounds already familiar to the students, and books at the level a given child has the skill to read independently. As early as kindergarten, children are encouraged to write about the stories they read and hear. These districts often included regular and explicit instruction in spelling to reinforce students' reading and writing skills.

Early Identification and Intervention for Delayed Reading

Teachers embedded ongoing assessments of all their students' reading skills in their instruction so they could identify those students whose reading development was delayed. By the end of first grade, they provided intensive and varied interventions to those with delayed reading skills.

Trends in Connecticut Mastery Test Index Scores in Reading in Grades 4, 6 and 8 by Racial/Ethnic Group, 1993-1998



For more information...

Visit the Goals Panel website at www.negp.gov/issues/publication/othpress/body.pdf. Contact the author of the case study at joanbaron@aol.com.

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RESOURCES: FOR FURTHER READING

The following resource section provides information about recent reports and organizations that may be of help to state policymakers. While it is not a comprehensive bibliography, it indicates how interested officials can secure publications and contact organizations relevant to their State education efforts.

Goal 1: Ready To Learn

Caring for Our Future: The Content of Prenatal Care. Public Health Service Expert Panel on the Content of Prenatal Care. (1989). Washington, D.C.: U.S. Public Health Service.

Early Childhood Care and Education: An Investment That Works. (January 1997). National Conference of State Legislatures, 1560 Broadway, Suite 700, Denver, Colorado 80202. (303) 830-2054.

National Education Goals Report, 1999. National Education Goals Panel, 1255 22nd Street NW, Suite 502, Washington, D.C. 20037. (202) 724-0015. www.negp.gov

Special Early Childhood Report 1997. National Education Goals Panel, 1255 22nd Street NW, Suite 502, Washington, D.C. 20037. (202) 724-0015. www.negp.gov

Goal 2: School Completion

Educational Attainment in the United States: March 1997. Department of Commerce, Bureau of the Census. 4401 Suitland Road, Room 2705, FOB 3, Suitland, Maryland 20746. (301) 457-3030. www.census.gov/population/www/socdemo/educattn.html

Goal 2: High School Completion: Trends, Accomplishments and Prospects. (February 1999). Rafael Valdivieso. Paper commissioned by the National Education Goals Panel, 1255 22nd Street NW, Suite 502, Washington, D.C. 20037. (202) 724-0015. www.negp.gov

How to Establish an Alternative School. (1995). John Kellmayer. Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, California 91320-2218. (805) 499-9774.

No More Excuses: The Final Report of the Hispanic Dropout Project. U.S. Department of Education, Hispanic Dropout Project, Office of Bilingual Education and Minority Language Affairs, 330 C Street SW, Room 5082, Washington, D.C. 20202. (202) 205-8737. www.ed.gov/offices.obemla

National Education Longitudinal Study of 1988 and First Follow-up Study, 1990. U.S. Department of Education, National Center for Education Statistics.

Who Took the GED?: GED 1996 Statistical Report. GED Testing Service at the American Council on Education, One Dupont Circle NW, Washington, D.C. 20036-1163. (202) 939-9490. www.acenet.edu

For Further Information

GED Testing Service at the American Council on Education, One Dupont Circle NW, Washington, D.C. 20036-1163. (202) 939-9490. www.acenet.edu

National Dropout Prevention Center, 205 Martin Street, Clemson University, Clemson, South Carolina. (864) 656-2599. www.dropoutprevention.org

National Education Goals Panel, 1255 22nd Street NW, Suite 502, Washington, D.C. 20037. (202) 724-0015. www.negp.gov

Goal 3: Student Achievement and Citizenship

Every Child Reading: An Action Plan. (1998) Learning First Alliance, Washington, D.C.

Preventing Reading Difficulties in Young Children. (1998). Susan Burns and Catherine Snow. National Academy of Science Press. Washington, D.C.

Starting Out Right: A Guide to Promoting Children's Reading Success. (1998). Susan Burns and Catherine Snow. National Academy of Science Press. Washington, D.C.

For Further Information

American Federation of Teachers. *High Standards, American Style.* American Educator. 555 New Jersey Avenue NW, Washington, D.C. 20001. (202) 879-4400. www.aft.org.

America Reads. U.S. Department of Education, 600 Independence Avenue SW, Washington, D.C. 20202. (800) USA-LEARN. www.ed.gov/inits/americareads

Center for the Improvement of Early Reading Achievement (CIERA), University of Michigan, School of Education, 610 University Avenue, Room 1600, Ann Arbor, Michigan 48109-1259. (734) 647-6940. www.ciera.org

International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19714-8139. (302) 731-1600. www.reading.org

Read Across America. National Education Association, 1201 16th Street NW, Washington, D.C. 20036. (202) 822-SEUSS. www.nea.org/readacross

Goal 4: Teacher Education and Professional Development

Linking Teacher Support to Enhanced Classroom Instruction. (1995). C.A. Brown, M.S. Smith, and M.K. Stein. Paper presented at the annual meeting of the American Educational Research Association. New York City, New York.

Kentucky's Teachers: Charting a Course for KERA's Second Decade. (1999). Stephen Clements. The Kentucky Long-Term Policy Research Center. Frankfort, Kentucky.

Instructional Policy and Classroom Performance: The Mathematics Reform in California. (1998). David Cohen and Heather Hill. Consortium for Policy Research in Education, University of Pennsylvania, Graduate School of Education.

Teacher Quality and Student Achievement: A Review of State Policy Evidence. (1999). Linda Darling-Hammond. National Commission on Teaching and America's Future. New York, New York.

Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers. (1999). National Center for Education Statistics. U.S. Department of Education, Washington, D.C.

What Matters Most: Teaching for America's Future (1996). National Commission on Teaching and America's Future. New York, New York.

Doing What Matters Most: Investing in Quality Teaching (1997). National Commission on Teaching and America's Future. New York, New York.

Professional Development Schools. (Fall 1998); Teaching and Change Journal. Volume 6, number 1. Corwin Press/NEA. Thousand Oaks, California.

What We Know About Professional Development in Kentucky: Glimpses of the Ongoing Metamorphosis, Plans for the Future. (1998). Policy Analysis Center for Kentucky Education, The University of Kentucky.

Teacher Reports of Opportunity To Learn: Analyses of the 1993 California Learning Assessment System. (1995). D. Wiley and B. Yoon. Educational Evaluation and Policy Analysis. 17 (3): 355-370.

For Further Information

The Kentucky Long-Term Policy Research Center, 1024 Capital Center Drive, Suite 310, Frankfort, Kentucky 40601. www.lrc.state.ky.us/ltprc

National Center for Education Statistics. U.S. Department of Education, Office of Educational Research and Improvement, 555 New Jersey Avenue NW, Washington, D.C. 20001. (202) 219-1442. http://nces.ed.gov/pubsearch/index.html.

National Commission on Teaching and America's Future, Box 117, Teacher's College, Columbia University, 525 West 120th Street, New York, New York 10027. (212) 678-4039 (FAX). www.tc.columbia.edu/-teachcomm.

National Education Goals Panel. 1255 22nd Street, NW, Suite 502, Washington, D.C. 20037. (202) 724-0015. www.negp.gov

The Pritchard Committee, P.O. Box 1658, Lexington, Kentucky 40592-1658. (606) 233-9849. www.pfks.com. (under construction)

Goal 5: Mathematics and Science

A Splintered Vision: An Investigation of U.S. Science and Mathematics Education. (1996). U.S. Department of Education, National Center for Education Statistics. Washington, D.C. (202) 219-1333. http://nces.ed.gov/timss

Dialogue on Early Childhood Science, Mathematics, and Technology Education. (1998). American Association for the Advancement of Science. Project 2061. Washington, D.C.

Every Child Mathematically Proficient: An Action Plan of the Learning First Alliance. (1998). Learning First Alliance. Washington, D.C. www.learningfirst.org

Improving Mathematics Education Using Results from NAEP and TIMSS. (1999). Rolf Blank, and Linda Dager Wilson. Council of Chief State School Officers. Washington, D.C. (202) 336-7016. www.ccsso.org

Mathematics and Science Achievement State by State, 1998. (1998). National Education Goals Panel. Washington, D.C. (202) 724-0015. www.negp.gov

The National Education Goals Report: Building a Nation of Learners. (1998). National Education Goals Panel. Washington, D.C. (202) 724-0015. www.negp.gov

Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context. (1998). U.S. Department of Education, National Center for Education Statistics, Washington, D.C. (202) 219-1333. http://nces.ed.gov/timss

For Further Information

Achieve. 444 North Capitol Street NW, Suite 422, Washington, D.C. 20001. (202) 624-1460. www.achieve.org

Council of Chief State School Officers, One Massachusetts Avenue NW, Suite 700, Washington, D.C. 20001-1431. (202) 336-7016. www.ccsso.org

National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 20191-1593. (703) 620-9840. www.nctm.org

National Education Goals Panel, 1255 22nd Street NW, Suite 502, Washington, D.C. 20037. (202) 724-0015. www.negp.gov

Goal 6: Adult Literacy and Lifelong Learning

Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey. (1993). U.S. Department of Education, National Center for Education Statistics. Washington, D.C.

America's Choice: High Skills or Low Wages: The Report of the Commission on the Skills of the American Workforce. (June 1990). National Center on Education and the Economy. Washington, D.C.

Education After High School: Issues in Quantity, Quality, and Equity. (December 1998). Paul Barton. National Education Goals Panel. Washington, D.C.

Integrating Basic Skills Training Into Welfare-to-Work. (September 1998). G. Murphy and A. Johnson. National Institute for Literacy. Washington, D.C.

The National Education Goals Panel Report: Building a Nation of Learners. (1999). National Education Goals Panel. Washington, D.C.

The State of Literacy in America: Estimates at the Local, State and National Levels. (1998). National Institute for Literacy. Washington, D.C.

Toward a Literate Society: A Report from the National Academy of Education (1975). J.B. Carroll and J.S. Chall, eds. New York, New York.: McGraw-Hill.

For Further Information

Barbara Bush Foundation for Family Literacy, 1112 16th Street NW, #340, Washington, D.C. 20036. (202) 955-6183. www.barbarabushfoundation.com

Division of Adult Education and Literacy, U.S. Department of Education, 330 C Street SW, Room 4428, Washington, D.C. 20202. (202) 205-9685. www.ed.gov/offices/OVAE

Even Start Family Literacy Program Office. U.S. Department of Education, 600 Independence Avenue SW, Washington, D.C. 20202. (202) 260-0826. www.ed.gov

National Center for Family Literacy, Waterfront Plaza, Suite 200, 325 West Main Street, Louisville, Kentucky 40202-4251. (502) 584-1133. www.famlit.org

National Education Goals Panel, 1255 22nd Street NW, Suite 502, Washington, D.C. 20037. (202) 724-0015. www.negp.gov

National Institute for Literacy, 800 Connecticut Avenue NW, Suite 200, Washington, D.C. 20006-2712. (202) 632-1500. www.nifl.gov

Public Policy Institute, Southern Illinois University at Carbondale, Mailcode 4429, Forestry 138, Carbondale, Illinois 62901. (618) 453-4009.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-Free Schools

Annual Report on School Safety, 1998. (1998). U.S. Department of Education, Safe and Drug-Free Schools Programs Office, 400 Maryland Avenue SW, Washington, D.C. 20202. www.ed.gov/ofices/oese/sdfs.

Report on Goal Seven Indicating Trends Since 1991, Accomplishments and Suggested Priorities for the Next Decade. John W. Porter, National Education Goals Panel, 1255 22nd Street NW, Washington, D.C. 20037 (202) 724-0015. www.negp.gov

Safe Schools, Safe Students: A Guide to Violence Prevention Strategies. Drug Strategies, Inc. 2445 M Street NW, Suite 480, Washington, D.C. 20037. (202) 663-6098. www.drugstrategies.com

Setting the State for High Standards: Elements of Effective School Discipline. (1997). American Federation of Teachers, 555 New Jersey Avenue NW, Washington, D.C. 20001-2079. (202) 879-4400. www.aft.org

Turning Around Low-Performing Schools. (1998). U.S. Department of Education. (800) USA-LEARN. www.ed.gov

For Further Information

Bureau of At-Risk Children, 135 Dupont Street, Plainview, New York 11803-0760. (800) 99-YOUTH.

Centers for Disease Control and Prevention, Division of Violence Prevention, 4770 Buford Highway NW, Atlanta, Georgia. (770) 488-4362. www.cdc.gov/ncipc/dvp/dvp

Center for the Study of the Prevention of Violence, University of Colorado at Boulder, Boulder, Colorado 90309-04421. (303) 492-1032. www.colorado.edu/cspv

Drug Strategies, Inc., 2445 M Street NW, Suite 480, Washington, D.C. 20037. (202) 663-6098. www.drugstrategies.com

National Education Goals Panel, 1255 22nd Street NW, Washington, D.C. 20037. (202) 724-0015. www.negp.gov

North Carolina Center for the Prevention of School Violence, 20 Enterprise Street, Suite 2, Raleigh, North Carolina. 27607-7375. (800) 299-6054. www.ncsu.edu/cpsv

Safe and Drug-Free Schools Programs, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202. www.ed.gov/offices/oese/sdfs

Goal 8: Parental Participation

A New Generation of Evidence: The Family Is Critical to Student Achievement. (1995). Anne T. Henderson and Nancy Berla. Center for Law and Education, Washington, D.C.

The Evidence Continues to Grow. (1987). Anne T. Henderson, National Committee for Citizens in Education, Columbia, Maryland.

Helping Families Improve Local Schools. (1999). Public Education Network. Washington, D.C.

National Standards for Parent/Family Involvement Programs. (1997). National Parent-Teacher Association. Chicago, Illinois.

Promoting Parent-School Partnerships: Progress in Meeting National Education Goal 8. (1998). Douglas Powell. National Education Goals Panel. Washington, D.C.

"School, Family, Community Partnerships: Caring for the Children We Share." (May 1995). Joyce Epstein. *Phi Delta Kappan.* Vol. 77, no. 9.

Strong Families, Strong Schools: Building Community Partnerships for Learning. (1994). U.S. Department of Education. Washington, D.C.

For Further Information

Center on School, Family and Community Partnerships at Johns Hopkins University, 3505 North Charles Street, Baltimore, Maryland 21218. (410) 516-8800. www.csos.jhu.edu

Family Education Network, Statler Building, Suite 1215, 20 Park Plaza, Boston, Massachusetts 02116. (617) 542-6500. www.fen.org

National Education Goals Panel, 1255 22nd Street NW, Suite 502, Washington, D.C. 20037. (202) 724-0015. www.negp.gov

National Head Start Association, 1651 Prince Street, Alexandria, Virginia 22314. (703) 739-0875.

National Parent-Teacher Association, 330 North Wabash Avenue, Suite 2100, Chicago, Illinois 60611-3690. (312) 670-6782. www.pta.org

Parents As Teachers National Center, Inc., 1001 76 Corporate Square Drive, Suite 230, St. Louis, Missouri 63132. (314) 432-8963.

Public Education Network, 601 13th Street NW, Suite 900 North, Washington, D.C. 20005. (202) 628-7460. www.PublicEducation.org

Progress Across the Goals: Reading in Connecticut

Exploring High and Improving Reading Achievement in Connecticut. (1999). Joan Boykoff Baron. National Education Goals Panel, 1255 22nd Street NW, Suite 502, Washington, D.C. 20037. (202) 724-0015. www.negp.gov, or e-mail joanbaron@aol.com

PROMISING PRACTICES: PROGRESS TOWARD THE GOALS

Information about specific states is on the following pages:

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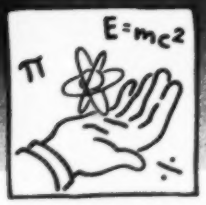
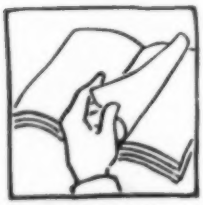
The National Education Goals

READY TO LEARN



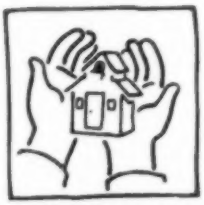
MATHEMATICS AND SCIENCE

SCHOOL COMPLETION



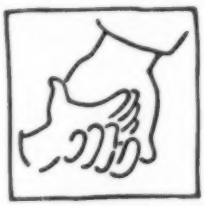
ADULT LITERACY AND LIFELONG LEARNING

STUDENT ACHIEVEMENT AND CITIZENSHIP



SAFE SCHOOLS, DISCIPLINED AND ALCOHOL- AND DRUG-FREE SCHOOLS

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT



PARENTAL PARTICIPATION

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